



F A L L   N E W S   L E T T E R



O C T O B E R ,   1 9 5 0

## TRAINING FOR PEACE

by WILLIAM GOULD VINAL, "CAP'N BILL"

More than ever we must seek *Nature Serenity for Peace*.

On arrival in the deep woods it may be difficult to shake off war nerves. It may take time to adjust yourself to new colors, to forest odors, and to strange sounds. You may miss the roar of traffic. The first morning the birds may keep you from sleeping. The snap of a twig, the snort of a deer, even the fresh air may awaken you. Perhaps the darkness, the sunrise, the patter of rain on the leaves, or even the calm lake will be disturbing. Some of you old-timers know that these sounds and colors and odors can become as music. Such things are the serenities of nature. They are nerve healers. More and more it is going to take training to acquire these peaceful elements of the world.

The serenity of nature surely belongs to little children. It is the child's birthright. If he does not acquire the depth-of-the-woods habit now he will never have it. He must have opportunity to stretch out his hands to feel of the rocks, to touch the trees, to run the rich, dark humus through his fingers. He must open wide the door of his shelter and let the wind be with him. He must give heed to the rustle of leaves and gain satisfaction at the sound of his own axe. He must give his eyes a chance to see the stars glitter from far overhead. Surely he must not remain in the "Twinkle, Twinkle" stage. After the rain he must know what it means to draw in a deep whiff of air and smell the freshness of the woods. The scent of pungent wood smoke in the nostrils can be his. He must gather such wealth first hand. It takes effort and training to harvest nature's gifts. It takes persistence and skill to acquire nervous stability. The serenities of nature are to be stored in childhood. They will be if childhood has the opportunity to win them.

Take a lake in a natural setting, for example. It is surely not to be bought. It is not merely a convenient place to swim. A lake, to be of value, is no longer a setting for two swans, a weeping willow, and a grotesque park bench. A lake is not meant for chalk-box houses and checker-board lots. It is not an easy thing to win a lake and keep it — to make a particular lake with its rocks and bays and inlets and beaches one's own,

How can a lake become a possession? One surely has to get acquainted with "his" lake. The child will discover secrets by wading or by going out in a canoe. Perhaps he will delight in the color of the white bush honeysuckle on the shore; the wave of cattails; the call of the northern yellowthroat; the bound of the deer who comes down in the silence of the evening to touch the water. He may hear the cry of the loon. He may hear the laughter of other children from the wooded hill. He may sit at the helm and guide a sailboat into the waves and wind. He is not conquering the lake. The lake is possessing him. In time the lake does something to his soul.

What is true of the lake is true of flowers, and trees, and rocks, and wee animals. It takes time to get a feeling for rocks, the particular rocks in a particular camp.

All of nature's gifts can be used for construction. A large part of the world is using them for destruction. By what right have a few to determine that the wealth which belongs to all the inhabitants of the earth — our waters, our rocks, our wood, our oil, our coal, our iron, our landscape — be used to destroy one another? Boys and girls in America (but only in America) will soon be wending their way to a place where there is inward friendship for nature and an outward friendship for fellow beings. Whether it be to a lake deep in the woods or to a mountain or seashore camp, these youngsters are the greatest of nature's gifts.

It will take a master craftsman to build a structure out of such plastic material. These children are but one or two generations removed from the very same peoples who consider it necessary to use nature's wealth to destroy each other. These children are going camping together in nature. They are rising above circumstances of birth, race, and religion. You may see wood smoke curling lazily above the tree tops as they in their daily lives prepare food and break bread at their common tables. They are experiencing freedom and the instincts that are born in the depths of the woods. They are gathering unto themselves the serenities of nature.

## AMERICAN NATURE STUDY SOCIETY NEWS LETTER

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## Palisades Nature Association

by STEPHEN COLLINS

(Resident Naturalist)

On top of the Palisades, located about five miles north of the George Washington Bridge is the Greenbrook Sanctuary, 146 acres in extent, embracing a wealth of plants and animals. Authorized by the Palisades Interstate Park Commission as a wildlife refuge, this area is gradually being developed by the Palisades Nature Association. When development is completed, a lake, a sphagnum bog, a small trailside museum and a series of nature trails will be open to the visitor.

The potentialities of this area are tremendous considering its proximity to the metropolitan area of New York. There is no question that this area is destined to play an important role in conservation education.

At present, a sphagnum bog has been started. The foundation of the dam for the proposed lake is partly constructed. Over five miles of trails have been cut through the area. A great variety of plants has been re-introduced to restore the former population, long destroyed by thoughtless picking for local markets. A breeding bird census has been made as a start towards research in that area by the Garden Club of New Jersey.

The Palisades Nature Association is in sight of the New York City skyline. fortunate in having such scientific men as Mr. Richard Pough and Dr. Harold Anthony of the American Museum of Natural History on its executive board. The roster of eminent scientists in the natural history field who are members of this organization indicates a keen interest in a growing project.

A varied topography including the famous cliffs of the Palisades holds white-tailed deer, raccoons, opossum and flying squirrels. Duck hawks cruise the cliff bounding the sanctuary while pileated woodpeckers search for insects in the hemlock forest. The pink lady slipper, azalea, and mountain laurel grow throughout this area. All this occurs within sight of the New York City skyline. Visitors are amazed to see such an array of plants and animals so close to their concrete and steel city.

At present, activity is not limited to field trips and outings in the sanctuary. Outside lectures illustrated with colored slides, field trips into other sections of the Interstate Park, and courses for scout leaders have been presented to the surrounding New Jersey communities by the resident naturalist. At this time, the program in the Greenbrook Sanctuary is the only nature interpretation program available within the New Jersey Section of the Palisades Interstate Park. For further details about this area, request the illustrated information booklet from Stephen Collins, Resident Naturalist, Box 230, Englewood, New Jersey. Anyone who wishes to become a member is urged to do so. Two annual meetings, including outdoor field trips and a guest speaker are among the many advantages that go with membership. (\$1 per person for an annual membership — write for group rates.)

## The Book Shelf

A list of books on general nature, or natural history, emphasizing literary quality, has come from Edwin Way Teale. He selected 100 volumes which are available in a reprint from Audubon Magazine, Nov.-Dec., 1944, for five cents. However, Mr. Teale checked the titles that are classics which he thinks should be in any list.

1. "The Travels of William Bartram," William Bartram, Barnes and Noble, New York.
2. "Naturalist on the Amazons," Henry W. Bates, John Murray, London and Everyman's Library, E. P. Dutton, N. Y.
3. "Pheasant Jungles," William Beebe, G. P. Putnam's Sons, N. Y.
4. "Jungle Peace," Henry Holt, N. Y. and Modern Library, N. Y.
5. "The Naturalist in Nicaragua," Everyman's Library, E. P. Dutton, N. Y.
6. "Wake Robin," John Burroughs, Houghton Mifflin, Boston.
7. "Voyage of the Beagle," Everyman's Library, E. P. Dutton, N. Y.
8. "Insect Adventures," J. H. Fabre, Dodd Mead, N. Y.

9. "The Book of the Naturalist," "A Hind in Richmond Park," "Idle Days in Patagonia," "Hampshire Days," "Nature in Downland," "Far Away and Long Ago," all of these by W. H. Hudson, E. P. Dutton, N. Y.

10. "The Life of the Fields," Richard Jeffries, Crowell, N. Y.; "The Open Air," a'so by Jeffries, Chatto and Windus, London.

11. "Jeffries' England" (Edited by S. J. Looker), Constable, London.

12. "My First Summer in the Sierra," John Muir, Houghton Mifflin, Boston, in Massachusetts," "Summer," "Au-

13. "Walden," Henry D. Thoreau, Houghton Mifflin, Boston; "Early Spring tumn," "Winter," all selections from Thoreau's "Journals," Houghton Mifflin, New York.

14. "The Malay Archipelago," Alfred Russel Wallace, MacMillan, N. Y.

15. "The Compleat Angler," Everyman's Library, E. P. Dutton, N. Y.

16. "The Natural History of Selborne," Gilbert White, Everyman's Library, E. P. Dutton, N. Y.

17. "A Sand County Almanac," (Oxford), Aldo Leopold.

Every ANSS member will agree that Edwin Way Teale's own books should be included in this list, "Grassroot Jingles," "New Horizons," "The Golden Throng," and "Dune Boy," all published by Dodd, Mead and Co.

Dr. Eva L. Gordon, Chairman of the Nature Book Committee, has evaluated and reviewed over two hundred books, published between 1938-1949. These books are listed in "The Elementary Science Library," the title of the autumn Teacher's Number, Cornell Rural School Leaflet, Volume 43, Number 1.

These leaflets are available to teachers in New York State on application, and to others at a subscription price of fifty cents a year for four leaflets.

Dr. E. L. Palmer's book, "The Field-book of Natural History," a book with over 2000 illustrations, should be on any book shelf.

## Advertisement

Live Silkworm Cocoons, ready for delivery by October 15, only \$75 per set of one dozen; \$8.50 per gross. Write Sunny Hill Farm, Star Route, Bay St., Louis, Miss.



Biology students conducting experiments in greenhouse plots as part of the all-college program on conservation of natural resources.

## Debate Council Presents Discussion on Conservation

Elmira College, Elmira, New York, has been deeply involved in an inter-related program on the conservation of natural resources for several months.

Under the guidance of Miss Lydia Bourne Walsh of the Division of Natural Sciences at Elmira, the college has had an active group of students participating in many forms. The Drama and Dance group portrayed "The Plow that Broke the Plains", the student paper, The Octagon, covered debates, the Biology students conducted experiments in the greenhouse. In general, this was an all-college program.

A panel discussion "The Conservation of National Resources is as important from an esthetic as from an economic point of view," brought lively participation from the audience.

From "The Octagon" (student paper at Elmira College, Elmira, N.Y.) May 26, 1950.

Last Thursday night Debate Council presented a panel discussion as part of the conservation program we have emphasized on campus these past few months. The topic for discussion was: *The Conservation of National Resources is as important from an esthetic as from an economic point of view.* Jean Clark acted as moderator.

The first speaker Ann Wilcox, presented the esthetic satisfactions to be gained from conservation. She stated that the dilemma found in our present conservation program stemmed from the fact that cultural values to be received from intelligent use of land, are too often neglected or overlooked entirely. The complete emphasis at present is on the economic aspect of the program which will appeal to the members of our capitalistic society.

The cultural values which Ann enumerated were as follows: an increased awareness and identification of an individual with his natural origins, increased awakening to the feeling of dependence on other living organisms, and the use of ethical sportsmanlike standards.

The solution to the lack of emphasis on the ethical side of conservation lies, not in more education, but in different education. The individual must acquire a sense of self obligation. It is a matter of attitude toward conservation with individual appreciation of nature and respectful treatment of natural resources as the basic premise.

The second speaker, Lorna Warnecke, stated the economic aspects of conservation. She asked if the audience would rather have a bowl of flowers on the table instead of food. The rhetorical question formed the basic point of emphasis that she elaborated. Lorna showed, that according to history's record, until the end of the eighteenth century famine was the normal periodic lot of most human societies. Two cultural revolutions, the industrial revolution with its increased opportunities for labor and new vast cities, and the agricultural revolution with its modernized methods—changed the course of events. The industrial revolution would have been a stunted dwarf but for the new world which supplied the raw materials and food for the industrialized old world.

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## Film Facts

This new column will endeavor to provide information on films, including motion pictures, stripfilms and slides. You are invited to forward items of interest for this column to the Film Editor. Items on specific films should include such information as availability, source, suggested use and an evaluation. James A. Fowler, Film Editor, Academy of Natural Sciences, Philadelphia 3, Pa.

The Department of Communications, New York University Film Library, 26 Washington Place, N.Y. 3, N.Y., publishes "Screenings" in which newly acquired films are listed, accompanied by a brief summary of their content.

Paul Nesbit, Estes Park, Colorado, will send free lists of Kodachrome slides available for sale. These lists include such subjects as: National Parks; Rocky Mt. National Park; Birds; Animals; Flowers, Trees and Ecology; Geologies.

The January, 1949 issue of TURTOX NEWS (General Biological Supply House, Inc., Chicago 37, Ill.) contained an interesting article, "Kodachromes and the Teaching of Local Flora." The author, J. Arthur Herrick, Kent State University, Kent, Ohio, may have reprints available.

Ward's Natural Science Establishment, P. O. Box 24, Rochester 9, N.Y., will send a catalog of their "Slide - Script Sets." These are sets of full-color slides combined with lecture scripts, and include such subjects as: Common Birds of House and Garden, Butterfly Rivals of the Rainbow, Adaptive Coloration of Insects, Marine Invertebrates, Wild Flowers, etc.

## University of Tampa Achievement Medal

### In Science

June, 1950

Clyde T. Reed, Prof., Biology, Univ. of Tampa, Florida, educator, successful professor, scientist: your good work beyond your scheduled duties, your industrious research in areas of Science outside of textbook materials, your contribution to the University in building up the biological and botanical laboratories. Your effective contributions to the progress of science and scientific organizations in Florida, have brought you to an advanced position among your fellow scientists throughout the country.

**Do You Know?**

... that the October issue of Life magazine was a special on U. S. schools.

The Roper survey found a mixture of complacency and dissatisfaction. Some 86% of the public feels that it is the school's responsibility to supply vocational training, build character, develop personality.

The majority of people feel that the whole child is the school's problem, and that such things as honesty, fair play, consideration of others, and a sense of right and wrong, must be taught along with the three R's.

When asked what they would like to have learned more about, Humanities and Natural Sciences, took precedence over Social Science, Business Courses, and Domestic Science.

... that more and more high schools are finding that small greenhouses make wonderful laboratories for biology classes? Equally important, is the fact that many other academic subjects are drawing new life from the study of the natural world.

A letter to your Editor from an English teacher recently, bears out this observation. In a small, and not too wealthy community, the English teacher being a gal with much interest in the outdoor world, felt there was a wealth of material for essays, stories and poems, outside her classroom walls. She took her class for walks in the adjacent woods. Not knowing a yellowhammer from a ball peen (do you?) hammer. Thinking that a mid-winter coal bill was a bird, she had to get help. The English class became hopelessly involved in nature study.

The biology teacher helped the group get a small back door garden started, the biology students became so fascinated they began gathering local flora.

By this time the townspeople had become interested, the local tradesmen, merchants, housewives etc. contributed enough monies, to start a small greenhouse on the school grounds. The manual training students learned at first hand, how to build. Everyone had a hand in laying at least one brick. The results cannot be tabulated. The enthusiasm, the community effort, the rapport.

**Brayton Eddy, 51,  
Insect Curator**

Brayton Eddy, curator of reptiles at the Bronx Zoo, New York City, and one of the country's best known entomologists, died on July 18, 1950 of a pulmonary embolism.

Mr. Eddy started the country's first insect zoo at Goddard Park in Providence in 1935. He is survived by his widow, Mrs. Emilia Robison Eddy, and a son, Charles Zimri Eddy.

**Preliminary Program for Joint Sessions of  
ANSS, NABT, and NSTA**

**Wed., Dec. 27  
10:00-12:00 A.M.  
Grand Ballroom**

**Raymond Gregg,  
presiding**

**Joint Session  
ANSS, NABT,  
NSTA**

**Wed., Dec. 27  
2:00-5:00 P.M.  
Grand Ballroom**

**Richard  
Westwood  
presiding**

**Joint Session  
NABT, ANSS**

**Thurs., Dec. 28  
10:00-12:00 A.M.  
Grand Ballroom**

**Betty Lockwood,  
presiding**

**Joint Session  
NSTA, NABT,  
ANSS**

**OUTDOOR RESOURCES FOR LEARNING SCIENCE**

1. Joe Craw, Supt. New Castle City Schools, New Castle, Indiana.
2. Ruth Hubbard, Supervisor Cleveland Heights School, Cleveland Heights, Ohio.
3. Richard L. Weaver, Director of Resource-Use Education, N. C. Dept. of Public Instruction, Raleigh, North Carolina.
4. Julian Smith, Supervisor Health, Physical Education and School Camping, Michigan Department of Public Instruction, Lansing, Mich.

**USING OUTDOOR RESOURCES TO TEACH NATURE**

5. "The Cleveland Museum Interprets the Outdoors," Harold Wallin, Curator of Education, Cleveland Museum of Natural History.
6. "Field Trips in Nature and Conservation Education," Robert R. Finlay, Conservation Instructor, John Marshall High School, Cleveland, Ohio.
7. "School Gardens," Paul R. Young, School Garden Supervisor, Cleveland Board of Education.
8. "The Conservation-Natural Resource Workshop," Leo Hadsall, Fresno State College, Fresno, California.

**HUMAN RESOURCES FOR LEARNING SCIENCE**

9. "Planning Science Experiences to Meet Real Needs of Children," Dr. Frances Horwich, University of Chicago, Chicago, Ill.
10. "Developing a Science Program Around the Needs of the People," Ernest Neal, Rural Life Council, Tuskegee Institute, Tuskegee, Alabama.
11. "Using Resource Agencies to Prepare Science Materials and to Train Leaders," Dr. Clyde A. Erwin, State Supt. of Public Instruction, Raleigh, North Carolina.

**DEBATE COUNCIL PRESENTS**

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At present, the New World is in the same situation as Europe was when she became parasitic, except that we don't have colonies to exploit for new basic natural resources for food and industry.

It was an economic and industrialized world that used and wasted its natural resources, and now, because we are economic and industrialized, we must conserve to replenish these resources. We must rebuild instead of waiting for the crash of our civilization.

Lorna closed her speech by asking if anyone would want to stand and g'ance at a waterfall which couldn't be chained for beauty's sake when he does not have any lumber to build a home, water to drink, or meat and vegetables to eat.

An informal discussion among the members of the panel and the audience

followed. In conclusion the panel agreed that both points of views are important and they can be reconciled. Both sides agreed that we should think of conservation not only from an economic standpoint but also in relation to man ethically.

**Observation Tower**

What's in a name? Plenty! The ANSS membership list, yielded a wonderful array of activities, objects, and wildlife.

We have Goslings, Bees, Clouds, Lakes, a Dolphin, Foxes, Parks, a Rose and a Palm, a Northwood, a Greenwood, a Greene, a Brook, several Baldwins, a Bull, a Cook, a Butcher, a Miner, a King, a Miller, a Broome, a Heath, a Lilly, a Blackstone, a Marble, a Bell, a Ball, a Reel, a Gate, a Hall, a Key, a Hood, a Coat, a Hand and a Foote, and a Page. Your Editor was listed as a Fink, a bird commonly known as a stool pigeon.

**AMERICAN NATURE STUDY SOCIETY  
P.O. Box 111, Elmsford, N. Y.**

**Natural History Society of Eugene  
% Mrs. Ruth Richardson  
868 10th St.**

